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ABSTRACT

A practicum targeted a need to develop and improve student attitudes toward reading for fun and pleasure. The target group was 30 second-grade pull-out Chapter 1 reading students identified as primarily non-leisure-time readers based on a student/teacher interview questionnaire. A pre- and post-reading attitude survey was administered. Parents of students were also surveyed. A book check-out record procedure was implemented, "Reading Buddies" (instilling a desire to read through mentoring and modeling of the target group participants) was utilized, and reading resources of children's literature (including read along audio tapes and videos) were compiled. Results indicated that: (1) books checked out by the target group almost doubled even though six students did not complete the treatment; (2) target group students who completed the treatment reported reading almost three times as many books; (3) percentile pre- and post-reading attitude test results reflected significant attitude increases in both recreational and academic reading; and (4) parent pre- and post-survey results reflected an increase in observable behavioral changes in target group students' participation in reading related activities. Findings suggest that the treatment was successful and can be applied to other elementary school settings. (Contains 26 references and 5 tables of data. Appendixes present survey instruments, data, "Reading Buddies" guidelines, and a sample letter to parents.) (RS)

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Reading for Pleasure: A Strategy to Improve Elementary Students' Attitudes and Participation in Recreational Reading

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Cluster 49

A Practicum Report Presented to the
Ed. D. Program in Child and Youth Studies
in Partial Fulfillment of the Requirements
for the Degree of Doctor of Education.

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PRACTICUM APPROVAL SHEET

This practicum took place as described.

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This practicum report was submitted by Manuel Duran, Jr., under the direction of the adviser listed below. It was submitted to the Ed. D. Program in Child and Youth Studies and approved in partial fulfillment of the requirements for the degree of Doctor of Education of Nova Southeastern University.

Approved:

Aug. 18, 1994
Date of Final Approval of Report

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ABSTRACT

Reading for Pleasure: A Strategy to Improve Elementary Students' Attitudes and Participation in Recreational Reading. Duran, Jr., Manuel, 1994: Practicum Report, Nova Southeastern University, Ed. D. Program in Child and Youth Studies. Chapter I/Reading Motivation/Reading Attitudes/Recreational Reading /Reading Interests/Reading Aloud/Attitude Change/Motivation Techniques/Elementary Education/Elementary Schools/Elementary School Reading/Elementary School Students.

This practicum targeted a need to develop and improve student attitudes toward reading for fun and pleasure. The target group for this project was 30 second grade pull-out Chapter I reading students taught by the writer. The target group was identified as primarily non-leisure-time readers based on a student/teacher interview questionnaire.

The writer administered a pre and post reading attitude survey to target group participants. This survey, the Elementary Reading Attitude Survey (ERAS) was developed by McKenna & Kear (1990) and served as a pre and post evaluation measure. The writer also conducted a pre and post survey of parents of the target group of students, developed a book check-out record procedure, utilized "Reading Buddies" to instill a desire to read through mentoring and modeling of the target group participants, and compiled reading resources of children's literature with interest and included read along audio tapes and videos.

An analysis of the results of this practicum implementation reflect that the writer's desired outcomes were met or exceeded. These results included; books checked out by the target group almost doubled even though six students withdrew from school and did not complete the treatment, target group students that completed the treatment reported reading almost three times as many books, percentile pre and post ERAS test results reflected significant attitude increases in both recreational and academic reading, and parent pre and post survey results reflected an increase in observable behavioral changes in target group students' participation in reading related activities. This treatment was successful and can be applied to other elementary school settings.

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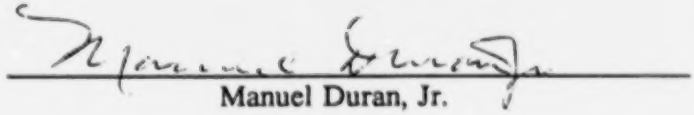

Manuel Duran, Jr.

CHAPTER I

INTRODUCTION

Description of Community

The setting for this practicum was a large metropolitan school district located in the South-eastern United States. The district student population exceeded 125,000 in grades kindergarten through twelve and had grown by 3,000 students each of the past three years. This number does not include 2,900 in Head Start and Early Childhood or other Pre-K programs. In vocational/adult education programs there were an additional 37,000 students for a total enrollment that approaches 165,000. The gross budget for the district, including federal state and local resources, was just under one billion dollars. There were 17,000 permanent employees with half of these being classroom teachers.

Sixty-eight percent (68%) of the target school's population were on free or reduced price lunch. This number was expected to rise due to the socio-economic status of the families within the geographic boundaries serviced by the school. This factor, alone, was what qualified the school for federal funds that support the Chapter I Reading Program.

TABLE I
1992-93
School Demographics

Distribution of Students *

	NUMBER	SCHOOL %	DISTRICT %
WHITE	408**	48**	63
BLACK	110	13	22
HISPANIC	297	35	13
ASIAN	34	4	2
INDIAN	0	0	
TOTAL	849	100	100

*** rounded to the nearest whole number.**

**** many of the Hispanic students are identified as white (111 to be exact) thereby equating to forty eight percent of the school population (408).**

TABLE II
Students Eligible For
Free/Reduced Price Lunch *

SCHOOL %	DISTRICT %	STATE %
68	49	49

*** rounded to the nearest whole number.**

During the beginning of the 1992-93 school year, approximately 400 students were transferred to a newly constructed elementary school to reduce over crowding at the writer's school. Because of these boundary changes and an influx of new families that had arrived from the Caribbean Basin Area, the school was the third largest Hispanic populated school in the district.

Students became eligible for Chapter I program services by scoring a

low total reading national percentile score on the Stanford Achievement Test-Form 8 (SAT-8). Bilingual students can also qualified for services through being Limited English Proficient (LEP) as identified, evaluated and classified by the Bilingual Program Staff.

Additional factors were also unique to the target school of 849 students in kindergarten through fifth grade. There were an additional 25 students in a Pre-k program. Another of these significant factors was that 385 of the students come from single parent (one adult) families. Also, 67 of the students in the school population had experienced a change in parental custody during the 1992-93 school year. Student's mobility, or the student population turn-over rate, was 21 percent. This means that slightly more than one in five students will move and another takes their place during the school year. This number exceeds both the district and the state mobility rate as reported by the Florida Department of Education.

TABLE III
Student Mobility *

SCHOOL %	DISTRICT %	STATE %
21	17	15

*** rounded to the nearest whole number.**

Writer's Work Setting and Role

Those involved in this practicum were 30 second grade Chapter I Pull-Out Reading students taught by the writer. The Chapter I Reading Program included 186 students in grades one through five that needed remedial and motivational assistance to enhance their reading skills. Approximately half of the students in Chapter I Reading were bilingual Hispanics and twenty percent were African Americans (Blacks). The demographics of the target group mirrored the school population numbers with fifty-four percent Hispanic, twenty-three percent Black and the balance being white students (Table I). The terms Hispanic, Black, and White were used by the district and the state to identify student racial/ethnic categories (Tables I - V).

TABLE IV
Students in Federal Compensatory Education Programs (Chapter I) *

	MALE	FEMALE	SCHOOL %	DISTRICT %	STATE %
WHITE	35	34	8	5	5
BLACK	20	8	3	4	5
HISPANIC	45	36	10	3	2
ASIAN	5	1	1	1	0
INDIAN	0	0	0	0	1
TOTAL	107	79	22	13	13

* rounded to nearest whole number.

TABLE V
Target Population Demographics

	MALE	FEMALE	% OF GROUP
WHITE	2	5	23
BLACK	3	4	23
HISPANIC	10	6	54
ASIAN	0	0	0
INDIAN	0	0	0
TOTAL	15	15	100%

The writer's role in this practicum was as one of two Chapter I Reading teachers at the school. Both Chapter I teachers were Hispanics with the writer being the only male of the 160 district Chapter I Pull-Out Reading Teachers. Approximately 100 of these teachers were no-longer in the Pull-Out Program during the 1993-94 school year because of the district change in the Chapter I Program emphasis to School-Wide initiatives. The writer's school continued as a Pull-Out Program since only 68 percent of the students qualified for free or reduced price lunch and the School-Wide Chapter I Schools have 75 percent or more students who met this economic requirement for eligibility. There were also four paraprofessionals in the program, three of which are bilingual Hispanic.

The writer co-authored the district "Parent Connection" monthly newsletter and was co-recipient of the 1992-93 District Advisory Committee Parent Involvement Award. The writer's practicum project during the 1990-91 school year was a successful effort to increase parent involvement and was selected for a 1993 Honors Award. The writer made regular parent involvement presentations to other Chapter I teachers, district staff development conferences and state department of education training seminars.

The writer's leadership skills gained prominence as the first chairman of his school's exemplary site-based management team. Because of this success, the writer made presentations to other school faculties on site-based management of schools and has authored several articles for the district site-based management newsletter "New Directions" and was selected as one of three finalists for the district's creativity award.

The economic need and family status changes that have been addressed gave this writer a new challenge for his leadership. The challenge was to increase reading for fun and pleasure by the target group of 30 second grade Chapter I Pull-Out Reading Program students through an at-school practicum project with moderate parent involvement shall be this challenge.

CHAPTER II

STUDY OF THE PROBLEM

The situation needing improvement was that the target group of 30 second grade Chapter I Pull-Out Reading students did not read for fun and pleasure as noted on the parent survey (Appendix A) and a student one-on-one interview (Appendix B). The situation should be that the target group should read insatiably, widely, and choose reading over other leisure time activity.

The discrepancy was that at least three-fourths of the target students should choose reading as their major leisure-time activity. The writer needed to initiate a practicum project to produce an outcome that would show that at least three-fourths of the target students read insatiably, widely and choose reading over other leisure--time activities.

Problem Description

The writer surveyed the parents of the target group of students (Appendix A). Twenty-eight returned the survey forms in stamped self-addressed envelopes that were used to assure confidentiality. The following significant results were recorded:

- Twenty of the twenty eight parents surveyed

disagreed or strongly disagreed that their child read for pleasure at home.

- Twenty-three of the twenty eight parents surveyed disagreed, strongly disagreed or were undecided that their child spends most of their leisure time reading.
- Only five of the twenty-eight parents surveyed agreed or strongly agreed that they read aloud regularly or occasionally to their child.
- Only six of the twenty-eight parents surveyed agreed or strongly agreed that reading was their child's favorite subject at school.
- Only eight of the twenty-eight parents surveyed agreed or strongly agreed that adults modeled reading for pleasure or information in the home.
- Twenty of the twenty-eight parents responding agreed or strongly agreed that their child spends most of their leisure time watching television, videos or playing video games.

Of special note to this writer was the factor that twenty-eight of the thirty target students had and used a video cassette recorder and only five of the thirty were and are read to aloud at home (Appendix B).

Problem Documentation

The writer used various factors to document that there was a lack of reading for fun and pleasure by the target group. The parent survey (Appendix A) confirmed that reading for fun and pleasure was not the priority for the target group. Interviews by the writer of the target students revealed that only three read for fun and pleasure and that only five of the total of thirty were and are read to aloud at home (Appendix B). The parent survey further confirmed that television viewing was the top choice leisure-time activity of the target group. Observations by the writer and the school media specialist identified that the first choice of "free time" at school was to play video games on the media center computers or the Chapter I classroom Apple computers.

Standardized reading test results of the target group supported the need to develop positive reading habits and experiences by this group. The writer selected the Elementary Reading Attitude Survey (ERAS) to use as a pre-test of the target group's attitude toward recreational and academic reading

(Mckenna & Kear, 1990). This survey instrument was normed and tested for reliability and validity. The administering and scoring of this measurement tool is explained in a simple manner. The students are familiarized with the moods of four pictures of the Jim Davis comic strip character Garfield. The expressions from left to right on the page move from very happy, to a little happy, to a little upset and lastly to unhappy. The students circle the character mood that represents how they feel in response to a reading related statement, after hearing it read twice by the teacher. The authors provide a copy of the instrument, validity information and tables to be used to convert raw scores to percentile ranking.

The average percentile score by the target group on the total ERAS test was 37. The average percentile score on recreational reading attitude was 46 and the average percentile score on academic reading was 33. The district testing supervisor reviewed the results of the ERAS for the target group and suggested that the average should be in the moderate range of 50 to 60 percentile for both recreational and academic reading (Appendix C).

This writer interviewed the three second grade classroom teachers of the target group and found that the students did not share the books they read with their classmates. They did not even keep personal journals or logs on the books they read. None of the teachers interviewed provided for an

independent sustained silent reading period. They stated, however, that they did provide for read aloud sessions, where they read to their students, but it was not a regularly scheduled activity. The basal reading text, and content area texts in health, social studies and science constituted the main student read aloud and silent reading activities provided in their classrooms.

Causative Analysis

The main problem was that reading for fun and pleasure was not a preferred leisure-time activity with the main competition to leisure-time reading seen as television/video viewing.

Children in the target group were not generally read to aloud at home or at school and thereby not given the benefit of exposure to positive modeling of reading for fun and pleasure (Appendix A) (Appendix B). There was a need for the target group to be provided with modeling for reading to build positive attitudes toward reading (Appendix C).

The lack of leisure-time reading, believed to be a proven process toward the development of good reading skills, and the need to redirect leisure-time activities by students from television to reading, needed to be addressed. The existence of excessive, unmonitored or misdirected television/video viewing by

the target students was a strong factor affecting reading as a leisure-time activity (Appendix A).

Independent or sustained silent reading, known to be a positive factor in increasing reading comprehension, was practically non-existent. This fact supported one of the reasons why the target group is in the Chapter I Pull-Out Reading Program, low reading ability as reflected by their standardized reading test scores or LEP status (Appendix B).

The target group's attitude toward recreational and academic reading, as reflected on the Elementary Reading Attitude Survey (ERAS) (Appendix C) may have been caused by the competition from television through its colorful, highly active and energized depiction of its subject matter.

Relationship of the Problem to the Literature

A search of the professional literature identified similar problems that were noted by the writer. A computer search of the literature included the descriptors; Chapter I, Reading Motivation, Reading Attitudes, Recreational Reading, Reading Interests, Reading Aloud To Others, Attitude Change, Motivation Techniques, Elementary Education, Elementary Schools, Elementary School Reading and Elementary School Students.

Several studies and articles supported the need to read aloud to children. A basic premise that was referred to throughout the literature was that reading aloud to children is an important step to eventual success in reading. Henry (1992) provides this personal anecdote;

> I remember crawling on my granny's lap and turning the pages as she read the Sunday comics to my sister. I became an avid reader. I read cereal boxes, road maps, newspapers and magazines as well as books. My granny knew instinctively what researchers have spent years discovering: reading and the love of reading begins early as a shared experience. Children who come to school ready to read have been read to often by either a brother, sister, parent, grandparent or babysitter. These experiences create the basic foundation that later reading instruction is built upon. (Henry, 1992, p.7)

Henry has touched upon the basic foundation that builds a love for reading. Children associate reading as a fun activity and it excites them to be curious about books. They want to be read to daily and share with an adult this time for enjoying books together.

The importance of reading aloud to children for specific reasons of vocabulary acquision, attitudes toward reading and academic achievement was

the underlying premise of a study conducted by Schumm,Leavel, Gordon and Murfin. (1993) They focused their project on the development of a school-based tutoring program that targeted at-risk elementary students and their development of literacy skills and positive attitudes toward literacy. This was accomplished as a joint project between a university and a local school district with college students, who earned college credit, serving as tutors.

The project utilized a dialogue journal where both the tutor and the child make written entries of their interaction. The main focus was that the tutor reads aloud to the child to model reading and give the child exposure to and an appreciation of literature being shared. The child reading orally to the tutor was eventually achieved even though the child was initially reluctant. This ultimate activity enabled the child to build confidence and gain fluency in reading. The tutors effectively adapted to the needs and wishes of their students through their book-sharing experiences. Specific guidelines for preparing to read aloud were designed by the project managers to be followed by the tutors. These guidelines effectively make the read aloud sessions a positive experience for both the child and the tutor (Schumm et al., 1993).

As a reading teacher, the writer was faced with the technology factor, computer assisted and managed instruction. The question was raised often as to why reading aloud to children is such an important practice to be continued

in the elementary classroom. Trelease (1989) answers this question as follows;

> Answered simply, the initial reasons are the same reasons you talk to a child: to reassure, to entertain, to inform or explain, to arouse curiosity, and to inspire -- and to do it all personally, not impersonally with a machine. All those experiences create or strengthen a positive attitude about reading, and attitude is the foundation stone upon which you build appetites.

These attitudes were basic to the writer's desire to build in the target group the insatiable desire to read for fun and pleasure.

Several studies and professional articles noted the need for independent reading as an effective means to improve both reading skills and attitudes toward reading for fun and pleasure. The writer saw a problem in improving these attitudes when so much of the classroom reading time was devoted to workbook pages and skill sheets. A change in focus from so much time devoted to drills and skills to actual practice in reading must take place in the elementary classroom.

Students who do a lot of reading on their own become better readers. Research had confirmed that independent reading yields better comprehension, expands a student's knowledge base, increases the student's vocabulary and builds a habit of reading as a life-long activity. The problem

was that students believe that reading was something that was done only with the basal reading text. In order to change this belief by making independent reading a priority in the elementary reading program, the following was a suggested approach to meeting this goal:

> You can help all students see independent reading as an important activity by allocating classroom time for independent reading, by seeing to it that your classroom contains novels, biographies, children's magazines and newspapers, science and history books, as well as text books, and by allowing students opportunities to see their friends, classmates and teachers immersed in books -- in short by making independent reading an integral part of the scheduled school day. (Office of Education, 1990, p.5).

Despite the strong support for independent or sustained silent reading, the writer found that little of it was done in remedial or corrective reading classes such as the Pull-Out Chapter I reading class attended by the writer's target group of second graders (McLay, 1993). Allington (1987), a critic of the Chapter I Reading Programs, believes that, based on his research, too much time was spent on activities that were irrevelant and involve students in paper and pencil activities such as skill sheets, and drill and practice tasks.

Allington (1987) supported the position that the emphasis for students in Chapter I Reading Programs should be to read relevant books and materials and understanding what they read.

The writer agreed that providing time for reading for fun and pleasure in the regular class schedule was important to improving the target group's attitude toward reading. The need to provide for a wide variety of reading materials for the students to choose from had to be accomplished and the writer should work closely with the school media specialist and classroom teachers to accomplish this. Sanacore (1992) encouraged the need to clutter up the classroom with a wide variety of children's reading material, to provide a scheduled time for independent reading and to encourage the reading habit of at least ten to fifteen minutes a day would build the foundation for reading that would last a lifetime.

Wiesendanger and Bader (1989) studied the effects of establishing the habit of recreational reading as an important objective of any reading program. Following their six month study of students involved in sustained silent reading (SSR), they concluded that significant gains in comprehension and word recognition were made by the students. They also confirmed that students who participated in an SSR program continue to have better reading habits than those who had not participated in a SSR program. The authors

also reported on earlier research that supported the fact that students' attitudes toward reading improved following participation in a SSR program. Their conclusions were that SSR did not make a significant change in above average ability readers, however, the average ability readers did show highly positive results. Below average ability readers were not significantly affected by SSR thereby confirming that poor readers don't read for recreation. The authors suggested that motivational techniques and appropriate ability level material needed to be used to encourage below average ability readers so they could become successful recreational readers. This suggestion was a priority for the writer since the target group was composed of below average ability readers.

The increase in television/video viewing continued to be the major competitor to reading as the main leisure-time activity for children. A recent study concluded that sixty-two percent of nine year olds watch three or more hours of television per day (Merina, 1992). Florida Commissioner of Education, Betty Castor, revealed the results of a study by the National Center of Education that indicated that the rate of television viewing by Florida students is well above the national average--as high as six hours a day by more than a fourth of the fourth graders in Florida (Roberts, 1993).

Generally, students in America do not read for recreation, especially if there was an alternative on television (Purves, 1990). A study on how children spend their time outside of school was conducted on 155 fifth graders who wrote down every day on activity forms how many minutes they spent on a wide range of out-of-school activities. Only 8-12 minutes a day of leisure-time was spent reading while time watching TV exceeded three hours per day. This same study also concluded that reading books and other material was the best predictor of gains in reading achievement between second and fifth grade even though on most days most children did little or no reading during their leisure time (Anderson et al., 1988).

Reading for fun and pleasure was in constant competition with hours of television/video viewing and its emphasis on colorful, high contrast, bizarre and action-packed subject matter (Sylwester & Cho, 1993). The fact that children spend more time in front of the television than with parents or teachers was here to stay. The writer's challenge, and that of all teachers, was to make the television work for us and not against us (Trelease, 1989).

Sizer (1992) addressed the impact of television and the need for educators to give special attention to this children's school away from school. He reported that television is on at homes for up to more than seven hours a day. He believed that the influence of television, which occupies a

youngster's day more than any other activity but sleeping, had led to it becoming the largest school system in America and the principle shaper of our culture. Sizer further related that television can be turned into profound educative purposes if it were used on a large scale to do what the Children's Television Workshop did on a small scale with "Sesame Street" and other related programs. Sizer concluded that effective uses of the educational medium of television can and should be implemented as part of the educational process.

Bob Keeshan, TV's Captain Kangaroo, an outspoken advocate for the welfare of children, serves on the National Council for Children and Television. He recently testified before Congress and the FCC of the need to regulate children's television, which he says has become a "sell-a-thon for toys". He also is working to support President Clinton's administration in its aggressive enforcement of federal legislation that requires networks to provide at least one hour of value oriented programming for children everyday. Keeshan further believes that since every child does not have a functioning family, but each child does have a school, that the teacher has to step in and fill in the role that the family used to play (DeBlieu, 1993). The writer, as the target group teacher, had to find a way to effectively direct the power of the television to enhance the attitude of his students to read for fun and pleasure.

Fowler (1988) cited several factors affecting the decline in reading as a pastime, which he viewed as basic to creativity and intellectual mind expansion. He felt that this was caused because of several reasons including teachers who do not stress the importance of pleasure reading, over emphasis on skills programs. Latch-key children, decreased support from parents for reading at home and the misuse of media were also included as contributing factors. As a short-range suggestion to remedy the problem he proposed making a set time period in the classroom schedule for pleasure reading.

Lack of interest for reading was created by the skill and strategy approach that was utilized by most basal readers, kits, programs and instructional packages. Reading instruction was usually highly structured carefully sequenced, and teacher directed. It included lots of repetition and drill followed by workbook pages and quizzes. As seen in the following, reading is test driven;

> What counts is passing the end-of-unit test or the statewide assessment test. Understanding how to use text to achieve useful purposes does not count toward the grade. Instruction is uninspiring, boring, dull, and essentially meaningless. Still many students pass the tests. The only problem is that they don't read. They learn to answer test questions but do not become literate

> because they do not understand how main idea, punctuation, and all the other elements of the language system are used for real reading. (Duffy, 1992, p. 443).

The primary objective must be directed to get the children reading, real reading, and test scores will take care of themselves.

Books and reading have to compete with mass media bombardments that have high interest video orientations. We will never again be TV-free. Media specialists have already dropped Library as a descriptor of their responsibility title. The challenge must be met head on. Do we want the Italian artist Michelangelo to be confused with the Teenage Mutant Ninja Turtle? There has to be a satisfying medium between the media explosion and the need to read for fun and pleasure. Susan Roman, executive director of the Association for Library Service for Children concluded in a recent study that when given proper guidance and direction most young readers will usually choose a mixture of high quality fiction and popular culture reading material such as Ninja Turtles stories (Genco et al., 1991). The key was for the writer to provide proper guidance and direction. Trelease (1989, p. 133) stated that:

> ...the best hope for changing America's television habits rests with the classroom teacher who is educating tomorrows parents sitting in the classroom today. We're spending a great deal of time and

> money educating children to the dangers of alcohol and drug abuse, teenage pregnancy, and AIDS, but so far we've done nothing to teach them how to cope with television.

Teachers know that they must compete with that box in the living room, but as Trelease (1989, p. 5) surmised, teachers should be able to "...do ten times as much--because you are a sensitive, intelligent, and loving human being. (They've yet to invent the television or VCR that can hug a child.)"

CHAPTER III

ANTICIPATED OUTCOMES AND EVALUATION INSTRUMENTS

The goals of this writer were for students to read insatiably, widely, and to choose reading over other leisure-time activities. Evaluation instruments would include a post-parent survey, the record of books read, a post-Elementary Reading Attitude Survey (ERAS), a review of the implementation and student journals and teacher and media specialist observations.

Goals and Expectations

Several goals and expectations were established to meet the desired outcomes set forth by the writer. The curriculum schedule included time blocks for both reading aloud to the target students and silent independent reading each day. As reported in the literature, reading aloud to children and independent silent reading were proven experiences that build positive attitudes toward reading and expand a child's knowledge base and vocabulary. (Henry, 1992; Madden, 1992; McLay, 1993; Sanacore, 1992; Trelease, 1989; Wiesendanger & Bader, 1989).

At least three-fourths of the target students would also move from reading their primary genre of fantasy fiction to include at least three different genres (e.g. biographies, poetry, science fiction, historical non-fiction,

adventure fiction, etc.) and to truly exhibit reading widely by reading at least one genre never read before.

An additional writer's goal was the redirection of the target group of poor second grade readers from seeking and viewing television as their major leisure time activity. This video mind-set of the target students would be used to develop a thirst for reading that is insatiable through the introduction of children's literature on video. The target students would experience both the printed book and a visual recreation of children's literature. This would help three-fourths of the target group to record an increase in the number of books checked out from the school media center as reflected on the original survey (Appendix D).

Expected Outcomes

The writer's expected outcomes included an increase in positive attitudes toward reading as evidenced by an increase of ten percentile points of the target group's mean percentile score on the Elementary Reading Attitude Survey (ERAS) post-test to be administered at the end of the twelve week implementation period. Pre-test mean scores for the group are reflected in Appendix C.

At least three-fourths of the target group students would record an increase of fifty percent on per week average books checked out and read from the school media center during the twelve week implementation. Appendix D reflects the weekly average books checked out prior to implementation of this practicum proposal. This record, together with the student journals, would also reflect the variety of genres selected by the target students to include at least three different genres and at least one genre never read before.

During the implementation period, target group students would share at least six of the books read through various mediums including book talks, artistic displays, character acting and other oral or written formats of their choosing. "Buddy Readers" would provide assistance to target group members in making these reports.

By the eighth week of the practicum implementation, the target group would read aloud from their favorite books to small groups of their peers, "Buddy Readers", their teacher and School Resource Volunteers who work in the school media center. It was expected by this writer that many in the target group would be ready to share their books by reading aloud midway through the implementation and as these members model this read aloud sharing the other target group members will follow.

Measurement of Outcome

Measurement of the Practicum implementation outcome began with a parent post-implementation survey in the same format as the Appendix A pre-implementation parent survey. An item by item analysis would be made to see if any positive or negative changes are recorded. The target group also was given a post-implementation Elementary Reading Attitude Survey (ERAS) and scores were recorded and compared to the pre-implementation ERAS results recorded in Appendix C.

Additional measurement of the outcomes were made by recording the number and genres of books checked out and read from the school media center during the twelve week implementation. This was compared to pre-implementation books checked out as recorded on Appendix D.

The writer also kept an implementation journal where daily observatons were recorded. Weekly reviews by the writer of the student journals were made in this journal together with weekly book check out records. Any information or observations of an anectotal nature shared by the school media specialist and "Buddy Readers" were also recorded in the implementation journal and included in the practicum final report.

CHAPTER IV

SOLUTION STRATEGY

This practicum proposal targets a need to develop and improve student attitudes toward reading for fun and pleasure. The target group for this project is 30 second grade pull-out Chapter I reading students taught by the writer. The target group was identified as primarily non-leisure-time readers based on a student/teacher interview questionnaire. The number one leisure-time activity for this group was watching television.

The writer was faced with specific needs that had to be met for this practicum to serve as an effective intervention to increase reading for fun and pleasure by the target group. Leisure-time reading was far from the top choice of the target group with television/video viewing as the first choice. Attitudes toward reading were shown to be low based on the results from the Elementary Reading Attitude Survey (ERAS). Reading aloud to the target group and the practice of sustained silent reading were also lacking. Both of these reading initiatives are supported by the professional literature as neccessary to build positive attitudes and habits toward reading. These factors were considered by the writer in formulating a solution strategy.

Discussion and Evaluation of Solutions

The writer needs to develop a resource of exciting and high interest children's literature to help market reading as a great alternative choice for the target group to consider as a leisure-time activity. The literature confirms the need to provide a wide range of high interest reading material which has been used effectively by other teachers and school and public libraries in changing children's attitudes toward reading through their use of this material in daily read-aloud programs. They report that children love hearing a book brought to life through dramatic read-alouds. The educator has to be a cheerleader for reading and bring to the students high interest books so the reading can begin (Barron, 1990; Freeman, 1992; Genco et al., 1991; Lynch-Brown, 1992).

The competition with television/video viewing needs to be met head on with its possible inclusion to encourage reading. Several articles by experts in the field support proper inclusion of television and videos as an effective means of teaching children. Since most children have visual or auditory learning styles, or both, video meets both of these needs. Through proper planning, inclusion of educational television ("Sesame Street", "Reading Rainbow" and "3-2-1 Contact") has been used successfully by others in the profession to encourage the reading of children's literature by their students

(Dato, 1992; Merina, 1992; Sizer, 1992; Sylwester & Cho, 1992; Trelease, 1989).

Reading aloud to the children and an inclusion of a regularly scheduled independent silent reading initiative also needs to be considered. Professional research and writings confirm both of these initiatives as vital to building proper attitudes toward reading (Henry, 1992; Madden, 1988; McLay, 1993; Office of Education, 1990; Sanacore, 1992; Trelease, 1989; Wiesendanger & Bader, 1989). Modeling of behaviors to encourage reading by the target group utilizing the teacher and others needs to also be considered (Duffy, 1992; Henry, 1992; Sanacore, 1992; Trelease, 1989).

Discussion of Selected Solution

The writer has decided on the following solution to be followed for the practicum implementation:

1. With the cooperation of the Media Specialist, the writer will assemble a collection of high-interest, dynamic children's books to be displayed and available for check out by the target group (Barron, 1990; Lynch-Brown, 1992; Moss, 1991; Freeman, 1992).

2. With the cooperation of the Media Specialist, a specific proceedure will be established to record accurately the reading materials checked out by the target group students. This will be neccessary to compare with the original check out survey conducted prior to the implementation (Appendix D).
3. The modeling of positive reading behaviors will be demonstrated by the writer through reading aloud to the target group each day (Trelease, 1989; Henry, 1992; Schumm et al., 1993).
4. The modeling of positive reading habits will be demonstrated by the writer and all participants in the practicum implementation through daily participation in a scheduled ten to fifteen minute independent silent reading period. (McLay, 1993; Gorman, 1993; Wiesendanger & Bader, 1989; Office of Education, 1990; Sanacore, 1992).
5. Additional modeling of positive reading attitudes and habits will be made through the selection by

the writer of fourth and fifth grade Chapter I students as "Reading Buddies" to work with the target group of thirty second graders. These "Reading Buddies" will work in a cooperative effort to model positive reading habits and read aloud to the target group. Each of the "Reading Buddies" will be assigned to work with small groups of target students not to exceed five. They will also assist their small group members to make their journal entries. Guidelines to be followed by the "Reading Buddies" were established so that positive attitudes toward reading would be maintained (Appendix E).

6. The writer will maintain an implementation journal to record all aspects of the implementation through daily entries. The target students will also keep a personal journal to record their books read, read aloud and silent reading activites and any notations they feel appropriate about their reading for fun and

pleasure. The writer will review these journals weekly and include their personal notations to the students to encourage and praise their progress.

7. The writer together with the Media Specialist have identified and selected several videos based on a popular children's book which together with the book will be available for check out by the target group. This program is named "Literature to Go" and includes sixty-three titles at this time. There will also be available VCRs for check out. The target students will be encouraged to compare the videos to the book and record these comparisons in their student journals (Dato, 1993; Merina, 1992; Roberts, 1993; Sizer, 1992; Sylwester & Cho, 1993; Trelease, 1989).

8. The writer together with the media specialist have identified several audio tapes together with popular children's books which will be available for the target students to check out. Additional

tapes will be made by the writer as stories are read aloud to the target students. These will also be included for check out. This program is named "Books to Go" and has been available in the media center for the past three years. There are sixty titles at this time with twenty additional titles in Spanish. The writer being bilingual Hispanic will also create audio tapes in Spanish for inclusion with the existing resources (Trelease, 1989; Dato, 1993; Sizer, 1992).

9. Incentives will be provided for the target students as they reach certain levels of success. After reading five books, the target student will earn a T-shirt that is being purchased by a major oil company. The T-shirt is produced in the school colors and sport the design of a T.V. set with the inscription "Reading: The Forgotten Channel" on the screen. After reaching ten books read and fifteen books read, a Trade Book will be given to the students. A major national bank is

> purchasing the books. These business partnerships were solicited by the writer to help support the practicum goal of increasing the target group's reading efforts. T-shirts and Trade Books will also be rewarded to the "Buddy Readers" as part of the cooperative team.

During the implementation period, all target group students will share at least six of the books read through various mediums including book talks, artistic displays, character acting and other oral or written formats of their choosing. "Buddy Readers" will provide assistance to target group members in making these reports.

By the eighth week of the practicum implementation, the target group will read aloud from their favorite books to small groups of their peers, "Buddy Readers", their teacher and School Resource Volunteers who work in the school media center. It is expected by this writer that many in the target group will be ready to share their books by reading aloud midway through the implementation and as these members model this read aloud sharing the other target group members will follow.

Report of Action Taken

The time line followed in the implementation of this practicum proposal included pre and post implementation periods. Pre-implementation required two weeks to accomplish the preliminary details required. The actual implementation required twelve weeks to complete. The post-implementation required four to six weeks to complete. The Report of Action Taken follows:

Week one and two Pre-Implementation

- Administered Elementary Reading Attitude Survey (ERAS).
- Reconfirmed Parent Survey Results.
- Completed one on one student interviews.
- Identified and secured materials needed for implementation (Media Center resources, student journals, art supplies, blank audio tapes, etc.)
- Selected and trained on guidelines the "Reading Buddies" who participated in the implementation.
- Finalized business partnerships and ordered the incentives (T-shirts, Trade Books).
- Completed Practicum Proposal.

Weeks three to fourteen - Implementation

- Began reading aloud on a daily basis to the target group. Used the high-interest dynamic children's literature assembled in the school media center.
- Began a schedule of ten to fifteen minute sustained independent reading each day. Ensured that everyone in the classroom participated. (Teachers, target students, Paraprofessionals, "Reading Buddies" and anyone else in the classroom at the time) Made a stop sign to place on the door with the notation "Silent Reading in Progress."
- Distributed student journals and assigned "Buddy Readers" to their groups to begin the cooperative reading initiative.
- Introduced the target students to the resources assembled for them to check out. (Children's books, "Literature to Go" and "Books to Go") Demonstrated how to use the video and audio

materials and modeled a comparison of a video tape to the actual book by reading aloud to the target group.

- Advised the target group on the various levels of incentives and rewards for them to achieve as they participated. (T-shirt and Trade Books to have for their home library)
- Reviewed at least once a week the student journals and make personal notations to encourage and praise their progress.
- Continued the daily activities and kept daily records in the implementation journal. As unforseen circumstances occured, they were recorded in the journal and the writer made the neccessary mid-course adjustments.

Weeks fifteen to twenty one - Post-Implementation

- Conducted a post-implementation parent survey.
- Compared the results to the original survey (Appendix A).

- Administered the Elementary Reading Attitude Survey (ERAS) post test and compared the results to the original test (Appendix C).
- Tabulated the number of books checked out and read by the target group and compared results to the original results (Appendix D).
- Reviewed and interpreted the student and implementation journals.
- Completed the writing of the final Practicum Report.

CHAPTER V

RESULTS, DISCUSSION, RECOMMENDATIONS, AND DISSEMINATION

Results

The results of this practicum implementation revealed that the solution strategies in Chapter IV appear to have been successful in raising the interest of the target students to reading for fun and pleasure. The writer's desired outcomes were met or exceeded. Parents observed behavioral changes in their children's attitudes toward reading activities. ERAS scores and numbers of books read increased, "Reading Buddies" were very effective in mentoring and modeling positive attitudes toward reading, the active support and participation by classroom teachers and the school media specialist, and the achievement of reward levels by all the target group participants confirmed the project's success. Several unexpected events occurred that were not anticipated, however, the writer was able to take appropriate measures to overcome the circumstances presented and take this project to its culminating point.

During the first week of implementation the writer had to determine the status of the target students who were now third graders during the 1993-94 school year. It was found that of the original 30 targeted second graders, only 24 were enrolled. Six of the students had withdrawn. Considering the

school's mobility of 21 percent as evidenced by Table III, this number was to be expected.

The writer's target group was now 24 students, however, of the 24 remaining target students, only 17 were still eligible for Chapter I Reading services. The other seven were now in the regular program due to their higher reading scores on the Stanford-8 Achievement Test. Because the seven students were still in school and the writer wanted to still include them in the Practicum Implementation, the writer met with the six third grade teachers at school to seek their assistance.

This meeting included the school media specialist who is assisting in the implementation by keeping accurate records of the books checked out by the target group of students. The third grade team of teachers was receptive to the request by the writer to consider a Read Aloud Session each day and a Sustained Silent Reading Period also. If they would do this each day, as part of their regular class program, then the additional seven students could continue in the Practicum Implementation. These teachers were sold on the value of both a Read Aloud and Sustained Silent Reading initiative as part of their own plan for increasing SAT-8 reading scores and developing positive attitudes toward reading.

The desired outcomes identified by the writer in Chapter III included:

- an increase of ten percentile points in the target group's mean percentile score on the Elementary Reading Attitude Survey (ERAS) post - test from the pre - test mean score. This was achieved in the target group total ERAS pre to post test scores. (Appendix C)
- an increase of 50 percent per week average of books checked-out and read by at least three-fourths of the target group participants. This was achieved in that every participant met or exceeded this number. (Appendix D)
- at least six books read by each of the target group participants would be shared through various mediums including book talks, artistic displays, character acting or other oral or writtten formats of their choosing. This was achieved by all of the target group participants with book talks and artistic displays the preferred medium. The "Reading Buddies" provided appropriate

support in preparing their teams for these sharing sessions.

- the target group would read aloud from their favorite books to small groups of their peers, "Buddy Readers", their teacher and school Resource Volunteers who work in the school media center. This was achieved in that all target group participants met this outcome goal.

Discussion

After a brief series of unexpected events, the practium implementation began. Each day, the students were read to by their teacher and also by the writer for the 17 target group members still in Chapter I Reading. Each day, after lunch period, the third grade teachers had a 15 minute Sustained Silent Reading session in their classrooms. The writer also had a similar session with the group still in his class. Seventeen students were basically receiving a double treatment during this implementation.

The withdrawal of six students and the loss of seven additional members of the target group seemed, at first, to be a set-back for this writer. However, after realizing that the school demographic pattern predicted the loss of

approximately 21 percent of the overall student population, this should have been merely an expected adjustment. The fact that seven students would no longer be eligible for Chapter I Reading Services was also originally perceived by the writer as a problem, however, the enlisting of the third grade teachers in a sound reading enhancement strategy proved to be a positive initiative for all the third graders in the school.

The incentives for attaining certain reading levels also became an unexpected event. After the first ten books were read by the target group, some met this challenge by week six, a T-Shirt was awarded in the school colors of navy blue and white with the picture of a television set and the inscription "Reading: The Forgotten Channel." The school motto "Crestwood Pride" was also printed under the television set. The media specialist and the "Reading Buddies" also wore the T-Shirts. The media specialist was inundated by the non-targeted students in the school who also wanted to earn a T-Shirt for reading ten books. The business partner agreed to furnish the additional shirts for the second semester of school and the media center staff and Parent Teacher Association would assume the responsibility for this extended project.

The reading of the target student's journals was quite a task, but this writer read them every evening and returned them the next day with comments to the students. The "Reading Buddies" also wrote comments and

encouraging statements in the target student's journals. Several parents also made notations on the journals to encourage the students. During the first six weeks, it seems that the students are equally dividing their reading efforts with high interest children's literature, the Literature To Go videos with books and some biographies. No one student was solely doing one type of reading.

The "Reading Buddies" chose to meet with their group before the beginning of school each day. They set aside a special section of the school cafeteria that was behind portable bullentin boards. The six "Reading Buddies", one for each of four target students, would, in a facilitator style, listen to their group members read, present reports to one another, and review and assist with writing entries in each of the student's journals.

One of the students who tested out of Chapter I Reading did not seem to be participating. After asking her what the problem was, she said her mother didn't want her participating. After the student saw the T-Shirts and the new trade books that were to be awarded to the successful participants, she asked me to talk to her mom and tell her that not only Chapter I students were involved so she would be allowed to participate. There existed a stigma to being in Chapter I, but, with as many bilingual and at-risk youngsters that attended the school, their success rate at testing out of the program was a positive factor and proved to be a positive selling point to this little girl's

mother who had not realized that so many students tested out of the program after one or two years of extra help.

All 24 target students earned a T-Shirt by reading at least ten books, two more than the average number read prior to the practicum implementation. Twelve of the target students earned a free Trade book by reading at least fifteen books and eight of the target students earned two trade books by reading at least twenty books during the implementation period. (Appendix D)

The pre and post implementation Parent Surveys were difficult to compare since the responses were anonymous and similar respondents could not be matched. The loss of six of the original target group also made it a complex situation. The writer chose not to compare percentages of responses to compare pre and post Parent survey results. The post-implementation results were significantly different as reflected in the following:

- Sixteen of the twenty two parents surveyed agreed or strongly agreed that their child read for pleasure at home.
- Sixteen of the twenty two parents surveyed agreed or strongly agreed that their child spends most of their leisure time reading.
- Eleven, or half, of the twenty two parents surveyed agreed or strongly agreed that they read aloud regularly to their child.

* Thirteen of the twenty two parents surveyed agreed or strongly agreed that reading was their child's favorite subject at school.

* Fourteen of the twenty two parents surveyed agreed of strongly disagreed that their child spends most of their leisure time watching television, video or playing video games.

Even though watching television, videos or playing video games was still a significant response in the parent survey a definite positive trend seemed to be reflected in the responses toward reading being on the increase in the life of their children. All 24 of the remaining members of the original target group participated actively in the implementation and read various types of material. This writer observed them to be eager to read independently during the Sustained Silent reading sessions in Chapter I Reading class as well as in their regular classrooms.

The average number of books read more than doubled during the implementation period. (Appendix D) The media specialist confirmed to the writer, and the student journals reflected the fact, that all targeted students read at least a biography, a nonfiction and a fantasy category book for their first three selections. Twenty of the twenty four targeted students earned top level rewards for the significant number of books read.

The Elementary Reading Attitude Survey (ERAS) also reflected a substantial increase in normed percentile scores. The ERAS Pre-Test was normed using a second grade norming scale. The ERAS Post-Test was normed using a third grade noming scale an appropriate method, according to the district reading supervisor, who observed that the students were well into the third grade when the practicum was conducted. The higher maturity level of the students was also given as a factor by the reading supervisor.

The mean scores of the target group on recreational reading moved from a pre-implementation percentile score of 46 to a post-implementation score of 80. The mean scores on academic reading were also significantly higher and moved from a pre-implementation percentile score of 33 to a post-implementation percentile score of 73. Both of these gains exceeded the recommended 50 to 60 percentile range originally suggested by the reading supervisor. Allowing for the standard of error, up to 10 points could be adjusted on the post test scores and the gains would still reflect an adjusted score of 70 percentile on recreational reading and 63 percentile on academic reading. Both adjusted scores would still reflect a successful gain (McKenna & Kear, 1990) (Appendix C).

The use of videos and their matching books was an obvious success. All sixty three titles were checked out by the targeted students during the

implementation period. The demand was so high, that for the last eight weeks, the Literature To Go books and videos were reserved only for the targeted students. The student body discovered this medium of literature appreciation and were eager to also use the material. After the implementation period, the Literature To Go section opened up to all the students, however, a twenty four hour turn-around use was required to keep up with the demand. As a special note, two VCR's were donated by parents to the school and the one target student without a VCR checked out one for use at home during the practicum implementation.

The positive results reflected in the levels of achievement made by the targeted students in earning their incentives was most rewarding to this writer. The way they proudly wore their T-Shirts and clutched their journals and rewarded Trade Books was also apparent and quite visible around the school. In the cafeteria, in the media center, on the school walkways, in the classrooms and even in the principal's office, avid readers were visible and readily recognizable.

The media specialist, the third grade teachers and the "Reading Buddies" all united with the writer in a truly professional partnership effort to develop the fire within each of the targeted students to read insatiably, widely, and to choose reading over other leisure-time activities. The media specialist

was extremely instrumental in assuring that at least three genres of literature were read by each targeted student and also developed a specially coded library check out card that allowed for an accurate account of the books read by each target student. The student journals also supported the checked out book data.

The enthusiasm seen during the practicum implementation provided the momentum for the establishment of a program during the second semester of school where the entire student body would participate in an incentive reading program. The school's curriculum committee unamiously accepted including a Drop Everything And Read (DEAR) sustained silent reading initiative. The business partnership also agreed to provide T-Shirts for this initiative to be awarded after reading and journaling about ten books.

The students made drawings, oral reports, dioramas and written reports in their journals. The third grade teachers also had similar reports done by all their students in the regular classrooms. The enthusiasm generated at the third grade level was very influential in the school-wide sustained silent reading program that was initiated.

Recommendations

Following the successful follow-through created at this writer's school, it is believed that a similar initiative, as undertaken by this practicum project, could be carried out in any elementary school in the district, or elsewhere for that matter. After this writer presented his practicum proposal to his cluster colleagues, several requested copies and they were sent to them. The research alone will permit them to focus on the need to develop challenging and exciting initiatives to encourage avid reading by all elementary school students.

The writer also had the opportunity to make a similar presentation to the 160 Chapter I Reading teachers in his district. It was so well received that the writer's District Chapter I Supervisor took the writer's presentation and display board to the National Council of Teachers of English Convention in Pittsburgh, Pennsylvania, November 19-22, 1993. After the final practicum report, the writer has been asked to present their educational initiative for a group of alternative education teachers in Polk County, Florida.

The use of videos together with children's literature gave the excitement needed to enthuse the writer's students to once again take a look at books as a viable alternative for leisure-time activities. As the parent survey reflects, books were becoming an item, even though many still felt their children spent

more time watching T.V. than reading. The use of the Elementary Reading Attitude Survey (ERAS) was a most helpful instrument and the writer suggests that other elementary schools and Chapter I Reading Teachers consider using it. It's so difficult evaluating young children's attitudes, and the ERAS, much like the "Literature To Go" uses videos to attract the young minds, the use of Jim Davis' Garfield as a vehicle for attitude evaluation is also an attractive and focusing medium for educators.

Dissemination

The writer's desire to share the results of this practicum report, with other education professionals interested in increasing student's desires to read for pleasure, is extremely high. The writer plans to share these results with the district Chapter I reading teachers and is scheduled to be a presenter on the first scheduled professional study day. The writer has also contacted the program committee for the local chapter of the International Reading Association and will be given the opportunity to give a report on his study to the general membership session next fall.

The District Chapter I Parent Involvement Supervisor has requested that the writer present his project to the aannual Parent Involvement Conference. The supervisor supports the need for parent education in the

area of reading so they can actively support their children's educational achievements.

As a culminating dissemination of this educational initiative, the writer has requested an application from the state International Reading Association conference committee, to include a presentation of this study to the annual state conference participants.

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APPENDIX A

Parent Survey
May, 1993
and
November, 1993

APPENDIX A

Parent Survey
May, 1993

Please circle the appropriate response to each statement.

Response Key SA (Strongly Agree)
A (Agree)
U (Undecided)
D (Disagree)
SD (Strongly Disagree)

1. My child reads for pleasure at home. (e.g. magazines, comics, books, etc.)

MAY, 1993

SA	A	U	D	SD
2	6	0	10	10

NOVEMBER, 1993

SA	A	U	D	SD
6	10	0	3	3

2. My child reads for information at home. (e.g. TV Guide, telephone book, newspaper, etc.)

MAY, 1993

SA	A	U	D	SD
2	6	2	8	10

NOVEMBER, 1993

SA	A	U	D	SD
7	9	2	4	0

3. My Child spends most of his/her leisure time reading.

MAY, 1993

SA	A	U	D	SD
2	3	3	8	12

NOVEMBER, 1993

SA	A	U	D	SD
6	10	3	1	2

4. My child spends most of his/her leisure time watching television, videos or playing video games.

MAY, 1993

SA	A	U	D	SD
12	8	2	3	3

NOVEMBER, 1993

SA	A	U	D	SD
8	6	4	2	2

5. I read aloud to my child on a regular basis. (e.g. daily, weekly)

MAY, 1993

SA	A	U	D	SD
2	3	8	10	3

NOVEMBER, 1993

SA	A	U	D	SD
5	6	5	3	3

6. I occasionally read aloud to my child. (e.g. biweekly, monthly)

MAY, 1993

SA	A	U	D	SD
2	3	6	12	5

NOVEMBER, 1993

SA	A	U	D	SD
6	6	4	3	3

7. My child reads to me on a regular basis. (e.g. daily, weekly)

MAY, 1993

SA	A	U	D	SD
2	3	6	12	5

NOVEMBER, 1993

SA	A	U	D	SD
8	6	4	2	2

8. My child occasionally reads to me. (e.g. biweekly, Monthly)

MAY, 1993

SA	A	U	D	SD
3	3	6	12	4

NOVEMBER, 1993

SA	A	U	D	SD
8	6	4	2	2

9. My child's favorite subject at school is reading.

MAY, 1993

SA	A	U	D	SD
4	2	12	7	3

NOVEMBER, 1993

SA	A	U	D	SD
6	6	5	3	2

10. I believe that using videos or computers to teach my child to read would be effective.

MAY, 1993

SA	A	U	D	SD
8	16	2	1	1

NOVEMBER, 1993

SA	A	U	D	SD
8	10	2	1	1

11. The family regularly participates in outings for leisure activity. (e.g. weekend picnics, the beach, fishing, going to theme parks, etc.)

MAY, 1993

SA	A	U	D	SD
6	8	5	6	3

NOVEMBER, 1993

SA	A	U	D	SD
6	6	4	4	2

12. My child spends most of his/her leisure time with a hobby or special interest activity. (e.g. cheerleading, playing youth sports, stamp collecting, etc.)

MAY, 1993

SA	A	U	D	SD
6	2	2	12	6

NOVEMBER, 1993

SA	A	U	D	SD
4	2	2	12	2

13. Adults in the home model reading for pleasure at home. (e.g. magazines, novels, etc.)

MAY, 1993

SA	A	U	D	SD
6	2	4	12	4

NOVEMBER, 1993

SA	A	U	D	SD
6	3	4	8	1

14. Adults in the home model reading for information. (e.g. telephone b o o k , newspaper, T.V. Guide, etc.)

MAY, 1993

SA	A	U	D	SD
6	2	5	11	4

NOVEMBER, 1993

SA	A	U	D	SD
6	5	4	6	1

15. Reading for fun and pleasure should be emphasized as an important activity for my child at school.

MAY, 1993

SA	A	U	D	SD
12	8	4	4	0

NOVEMBER, 1993

SA	A	U	D	SD
10	8	2	2	0

*In the May, 1993, pre-implementation survery twenty-eight of the thirty parents responded as indicated by the sum of the numbers under each response category.

**In the November, 1993, post implementation survey, twenty-two of the twenty-four parents responded as indicated by the sum of the numbers under each response category.

APPENDIX B

Target Group Interviews and Eligibility Status

APPENDIX B
TARGET GROUP INTERVIEWS AND ELIGIBILITY STATUS

	STUDENTS	READ TO	HAVE VCR	READS FOR PLEASURE	ELIGIBILITY
1	HISPANIC MALE	NO	YES	NO	BILINGUAL
2	WHITE FEMALE	NO	YES	NO	11 NP
3	BLACK FEMALE	NO	YES	NO	7 NP
4	HISPANIC FEMALE	NO	YES	NO	BILINGUAL
5	WHITE FEMALE	YES	YES	YES	15 NP
6	HISPANIC MALE	NO	NO	YES	BILINGUAL
7	HISPANIC MALE	NO	YES	NO	BILINGUAL
8	WHITE FEMALE	NO	YES	NO	12 NP
9	BLACK MALE	NO	YES	NO	6 NP
10	HISPANIC FEMALE	NO	YES	NO	BILINGUAL
11	HISPANIC MALE	NO	YES	NO	BILINGUAL
12	HISPANIC FEMALE	NO	YES	NO	BILINGUAL
13	WHITE FEMALE	NO	YES	YES	21 NP
14	BLACK FEMALE	NO	YES	NO	15 NP
15	HISPANIC MALE	NO	YES	NO	BILINGUAL
16	BLACK FEMALE	NO	YES	NO	2 NP
17	BLACK FEMALE	NO	YES	NO	10 NP
18	HISPANIC MALE	NO	YES	NO	BILINGUAL
19	BLACK MALE	NO	YES	NO	22 NP
20	WHITE MALE	YES	YES	NO	6 NP
21	HISPANIC MALE	NO	YES	NO	BILINGUAL
22	WHITE FEMALE	YES	YES	YES	8 NP
23	HISPANIC MALE	NO	YES	NO	BILINGUAL
24	HISPANIC FEMALE	NO	YES	NO	BILINGUAL
25	WHITE MALE	NO	YES	NO	4 NP
26	BLACK MALE	NO	YES	NO	2 NP
27	HISPANIC FEMALE	NO	NO	NO	BILINGUAL
28	HISPANIC FEMALE	YES (SPANISH)	YES	NO	BILINGUAL
29	HISPANIC MALE	NO	YES	NO	BILINGUAL
30	HISPANIC MALE	YES (SPANISH)	YES	NO	BILINGUAL

NP = NATIONAL PERCENTILE SCORE ON TOTAL READING SAT-8

APPENDIX C
Elementary Reading Attitude Survey (ERAS)

Percentile Ranks For Target Group

Pre-Test May, 1993

Post-Test November, 1993

APPENDIX C

ELEMENTARY READING ATTITUDE SURVEY (ERAS)
Percentile Ranks For Target Group
Pre-Test May 1993
Post-Test November 1993

STUDENT	RECREATIONAL		ACADEMIC		TOTAL SCORE	
	PRE	POST	PRE	POST	PRE	POST
1	74	90	57	93	66	94
2	74	99	85	99	82	99
3	25	69	18	63	18	67
4	31	87	67	99	51	96
5	74	90	81	97	79	98
6	74	94	85	99	82	98
7	62	81	81	95	74	92
8	44	W/D	8	W/D	18	W/D
9	31	63	57	83	45	76
10*	56	90	51	88	54	91
11	20	W/D	6	W/D	8	W/D
12*	74	95	32	83	51	91
13*	88	99	51	83	71	95
14*	25	51	5	36	8	41
15	81	94	37	69	57	84
16	25	69	3	26	7	44
17*	79	96	6	93	32	96
18*	31	75	5	74	9	76
19	94	W/D	99	W/D	96	W/D
20*	50	81	8	58	20	70
21	15	87	27	83	18	86
22	1	W/D	1	W/D	0	W/D
23	25	51	3	36	7	41
24	44	81	37	74	38	79
25	25	W/D	3	W/D	7	W/D
26	25	57	18	52	18	55
27	15	69	32	58	20	64
28	8	63	2	14	2	31
29	37	81	27	88	29	86
30	74	W/D	8	W/D	32	W/D
TARGET GROUP MEAN SCORES	46	80	33	73	37	77

W/D - Withdrew from school
* - No longer eligible for Chapter I Reading.

APPENDIX D

Survey of Books Checked Out

School Media Center

APPENDIX D
Survey of Books Checked Out
School Media Center

	PRIOR TO IMPLEMENTATION FEBRUARY 8 TO APRIL 30, 1993		AFTER IMPLEMENATATION AUGUST 30 - NOVEMBER 19, 1993	
STUDENT	BOOKS CHECKED OUT	AVG PER WEEK	BOOKS CHECKED OUT	AVG PER WEEK
1	8	.67	26	2.17-------III
2	10	.83	16	1.33--------II
3	8	.67	29	2.42-------III
4	10	.83	14	1.17---------I
5	10	.83	15	1.25--------II
6	6	.50	16	1.33--------II
7	2	.17	22	1.83-------III
8	5	.42	W/D	W/D
9	2	.17	26	2.17-------III
10*	8	.67	14	1.17---------I
11	5	.42	W/D	W/D
12*	12	1.00	23	1.92-------III
13*	8	.67	18	1.5---------II
14*	4	.33	14	1.17---------I
15	10	.83	15	1.25--------II
16	5	.42	13	1.08---------I
17*	12	1.00	18	1.5---------II
18*	8	.67	23	1.92-------III
19	16	1.33	W/D	W/D
20*	8	.67	17	1.42--------II
21	5	.42	19	1.58--------II
22	10	.83	W/D	W/D
23	4	.33	15	1.25--------II
24	9	.75	19	1.58--------II
25	3	.25	W/D	W/D
26	4	.33	24	2.0--------III
27	8	.67	19	1.58--------II
28	14	1.17	22	1.83-------III
29	8	.67	19	1.58--------II
30	16	1.33	W/D	W/D
TOTAL	238	19.85	456	38.0
AVERAGE	7.9	.66	19.0	1.58

W/D -Withdrew from school; * No longer eligible for Chapter I Reading;
I - EARNED A T-SHIRT; II - EARNED A T-SHIRT AND A TRADE BOOK; III - EARNED A T-SHIRT AND TWO TRADE BOOKS

APPENDIX E

"Reading Buddies" Guidelines

APPENDIX E

"READING BUDDIES" GUIDELINES

HOW TO READ A BOOK WITH YOUR BUDDY

1. READ TO YOUR BUDDY AND MODEL POSITIVE ATTITUDES FOR READING.

2. HELP YOUR BUDDY FIND A BOOK THAT MEETS THEIR INTEREST OR ADDRESSES PROBLEMS AND FEELINGS THAT THEY MAY HAVE.

3. ENCOURAGE YOUR BUDDY TO READ TO YOU AND OTHERS.

4. HELP YOUR BUDDY TO READ AND JUST TELL HIM WORDS HE DOESN'T KNOW.

5. DISCUSS THE STORY WITH YOUR BUDDY AND HELP THEM RECORD THEIR EXPERIENCE IN THEIR JOURNALS.

6. PRAISE YOUR BUDDIES AND LOG THEIR SUCCESS ON THE CLASS READING CHART.

APPENDIX F

Sample Letter to Parents

"Literature to Go"

APPENDIX F

Sample Letter to Parents
"Literature to Go"

Dear Parents:

In this age of modern technology, students are exposed to video at a very early age. The VCR is available in most homes, and the video store is often just around the corner.

To encourage the pursuit of quality children's literature, the School Media Center offers a wide variety of literature adaptations on video cassette. These popular titles have been successful as a means to encourage the interest in reading by children at other schools.

Today your child is bringing home a video tape based on a popular children's book along with the copy of the book. This video lending program, "Literature to Go" is providd by the School Media Center. Additional titles are available and more will be added as funds become available. Titles are selected for production quality, popularity of the book and policies regarding duplication rights. All copies are made by the District Media Center. You may find it neccessary to adjust tracking on your own VCR for picture quality.

Your comments and letters concerning this video lending program would be appreciated. Hopefully, your child will be encouraged to read this book and many additional titles.

Yours Truly,
Media Specialist

Chapter I Reading Teacher